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ABSTRACT

This section of the School Environment Handbook can be used by schools to improve school environment and to develop the necessary change strategies. The handbook serves four major purposes. First, the material is designed to facilitate thinking about steps in the planning process. Second, it discusses how to set goals and to state them in ways which will make it easier to plan and carry them out. Introducing the steps involved in goal implementation is the third major purpose. The fourth purpose involves evaluation of the planning process, implementation, and results of change. Activities and analysis forms are provided for completing the following planning steps: (1) forming a planning group; (2) developing goals; (3) choosing among goals; (4) stating goals; (5) knowing the context for planning; (6) forming the working group; (7) developing plans; (8) choosing a model plan; (9) anticipating problems; (10) follow through and follow up; and (11) ongoing formal and informal evaluation. Forms are included for both formative and summative evaluation of the changes made to improve the total school environment. (JD)

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SCHOOL ENVIRONMENT HANDBOOK

PART III: PLANNING ENVIRONMENTAL CHANGE

by

Judith Gillespie

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U.S. DEPARTMENT OF EDUCATION
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INTRODUCTION

The School Environmental Handbook is a product of the School Environmental Impact Program. Its purpose is to help to improve school environments in order to produce more positive attitudes and behaviors of school participants, including administrators, teachers, support staff, students, and parents. The physical environments of schools and the rules which structure behavior have a profound impact on school participants. This handbook is designed to help schools to assess the conditions in their environment and to make changes which will produce more positive attitudes and more responsible behaviors.

The handbook has three parts. They are outlined below:

Part I is devoted to providing an overview of the Program and a model set of workshop materials. Schools using this part of the handbook can conduct workshops for any or all school staff which will enhance participants awareness of their environment and give them opportunities to plan changes which will affect attitudes and behaviors. An annotated bibliography is presented which is useful for all parts of the handbook.

Part II of the handbook focuses on awareness and assessment activities. Participants using this segment of the handbook will have many activities which will make either some argment of the school community or the entire school community more aware of its environment. Other activities focus on collecting information about the environment so that schools can "have the facts" before they proceed with proposed changes.

Part III includes planning for change and evaluation of changes that are implemented. Resources for activities on goal setting, steps in the planning process, and evaluating changes are presented in this section. Schools using this part of the handbook can develop strategies for change and assess their consequences.

The handbook is intended to be used flexibly. All three parts can be used together as a comprehensive program for school change. Otherwise, parts of the handbook can be used by individuals, groups within schools, school organizations or districts for targeted purposes or short-term goals. Basically, the handbook involves putting together school personnel -- including students, teachers, administrators, support staff, and parents -- to facilitate change. Any of these groups can initiate changes in a particular setting in their school or in the general school environment.

Material included here focuses on the cafeteria as the hub of the school. Two years of research in schools at all levels has demonstrated that activity in the cafeteria interacts profoundly with behavior in other school settings such as classrooms, libraries, and hallways. It is a two-way interaction: what is right or wrong with the cafeteria may stem from inside this setting,

but it may as well stem from outside the cafeteria itself. This handbook focuses on settings in the whole school environment. In a particular school, improvements in any one setting, such as the hallway, will most probably have a positive impact on many others, including the cafeteria. Improvements in the cafeteria will most probably have a positive impact on other settings, such as classrooms. We are interested here in helping to make changes in any of those settings where schools identify problems, for we know they will affect attitudes and behaviors school-wide.

The handbook stems from a program called the School Environmental Impact Program. This Program is funded by the Nutrition Education and Training Program, Division of School Food and Nutrition, of the Indiana Department of Public Instruction. Judith Gillespie has directed the Program and participated in the production of its key products. Patricia deHaas has made a major contribution to the development of this handbook. Both David Kessler and Mary Soley contributed to initial drafts of this material. David Kessler has had a major role in developing an associated research report reflecting the findings from information gathered during the study of the impact of school environments.

The project has piloted these materials and conducted workshops across the state of Indiana. Those who participated in the pilot test include Judith Gillespie, Patricia deHaas, Mary Soley, David Kessler, Barbara Allen, Mike Berheide, Gail Bumgarner, Debra Dean, Marsha Ellis, Christa McCluggage, Teresa Therrien, and Linda Wojtan. Acknowledgements are due to these individuals and to the schools who participated in the development of the workshops.

South Spencer Middle School: Rockport, Indiana
Woodside Middle School: Fort Wayne, Indiana
Greendale Middle School: Lawrenceburg, Indiana
Clarksville Middle School: Clarksville, Indiana
Fairmont Elementary School: New Albany, Indiana
Cynthia Heights School: Evansville, Indiana
University Middle School: Bloomington, Indiana
Terre Haute South High School: Terre Haute, Indiana
Vohr Elementary School: Gary, Indiana
Tolleston Middle School: Gary, Indiana
Horace Mann High School: Gary, Indiana

For further information about the project and its publications, please contact one of two sources. Either write to School Environmental Impact Program, Program in Educational Policy and Change, Workshop in Political Theory and Policy Analysis, Indiana University, 814 East Third Street, Bloomington, Indiana 47405; or to the Coordinator, Nutrition Education and Training Program, Division of School Food and Nutrition, Department of Public Instruction, Room 229, State House, Indianapolis, Indiana 46204.

OVERVIEW

This section of the School Environmental Handbook serves four major purposes. First, the material is designed to facilitate people's thinking about steps in the planning process. Planning is definitely a staged process that can be approached in concrete parts, and yet has the dynamic to produce major environmental changes. In this handbook we will consider the steps in the planning process as an integral part of working together in order to change environments and to produce more positive attitudes and behaviors in schools.

A second purpose revolves around goal setting. Goal setting is one of the most important parts of the planning process. Without a clear goal, it is almost impossible to succeed in attaining it. How to set goals and to state them in ways which will make it easier to plan and carry out these goals is a major part of the planning process. Simple strategies and activities associated with goal setting will be presented here.

A third purpose involves carrying out goals. There are several steps involved. One of the most important is forming the group that will work effectively together and will achieve the goal. Another is providing a way to get feedback on progress as plans are carried out. Most groups break down somewhere in the process of carrying out a goal. It is important to build as many safeguards as possible which will keep the group itself together and enthusiastic about achieving the tasks they have selected.

A final purpose involves evaluation. Evaluation is an integral part of planning. It enters into each step of the planning process. It is important for evaluation to be carried out during the process so that checkpoints can be established for determining the successes and problems, and how problems can be remedied. It is also very important for evaluation to provide a way of following up on what is happening after the goal is achieved so that necessary reinforcement can be provided for sustaining the goal.

All of these purposes will be pursued in sections of the following materials. This section will provide an overview of steps in the planning process. The following sections will focus on goal setting, carrying out goals, and evaluation.

Steps in the Process

Considering planning as a process is an important way to look at taking on any task. The process involves some major stages which if not accomplished will tend to undermine the achievement of goals. The steps in the process are identified on the following page. They form a checklist for carrying out any task. One of the most important steps in the

PLANNING STEPS

1. Forming a planning group
2. Developing goals
3. Choosing among goals
4. Stating goals
5. Knowing the context for planning
6. Forming the working group
7. Developing plans
8. Choosing a model plan
9. Anticipating problems
10. Follow through and follow up
11. Ongoing formal and informal evaluation

planning process is forming a group. If a solid group can be formed with individuals who share common goals and values, then the likelihood that the task will succeed is enhanced.

Generating goals, choosing goals, and stating goals is part of goal setting, which is a fundamental step in the planning process. Goals can come from a wide variety of sources. Choices among them depend upon the establishment of criteria for what is important and what can be done. Both the "ought" and the "is" are very important to consider. Developing plans requires alternatives. Choosing among them again requires criteria that allow individuals to see which plans are workable and which will better aid goals. It is always important to anticipate problems as plans are developed and to evaluate the consequences of plans in choosing among them.

The steps that have been presented can be carried out by a single individual or a group of people. Individuals like the school nurse, for example, might want to initiate some goals and planning with regard to health problems of the students in the school. Teachers might want to take on individual classroom planning activities and eventually include the students as part of a planning group. Generally, groups that are

planning school-wide changes should include administrators, teachers, support staff, parents and students. Support staff includes a wide range of individuals including secretaries, librarians, food service staff, janitorial staff, counselors, and others who play important parts in the school. The staff is often the strongest resource that a school has in planning for change. Including representatives of an entire support staff in a group can help in carrying out goals and making them effective after they have been carried out. Throughout this section a "group" will refer to one that includes a full range of supprot staff.

The activities in this part are linked to those in Part I and Part II. For example, an individual might want to use the workshop materials before intensively planning in this section. Part II information would provide awareness and assessment activities for those who need them. All of these activities are useful bases for the goal and planning activities in this section. However, for those who have already established groups or have used other awareness and assessment activities, this part can be used by itself.

The easiest way to see how goal and planning activities can be carried out is to look at the case below. The case depicts a real school, but its anonymity has been preserved.

PLANNING AT JEFFERSON SCHOOL

Jefferson School was conducting a building assessment. It was important that the strengths and weaknesses of the structure of the building be identified. The principal had put together a committee in order to determine what needed to be done in the building. The committee consisted largely of teachers and some support staff members, including food service and janitorial staff, students, and parents.

The major goal of the committee was to figure out the main focus for change in the school. It was an old building, and the school needed a lot of changes. Windows needed to be changed. Hallways needed to be changed. There was water in the basement of the building. When the group met, the principal went through all of the information that she ahd gathered regarding the condition of the school. A survey had been done and students, teachers, and support staff as well as parents had been asked to comment on the condition of the building. However, there was a difference between the perception of the problem and the source of the problem. This is common in many groups. The source of the problem was not the age of the building, but the specific condition of certain parts of it. The electrical wiring, for example, was still good. The heating and cooling system was old, but adequate. It seemed that major problems really stemmed from parts of the building that had fallen into disrepair.

The group decided to focus on specific settings within the building where conditions were bad. A long list of possible goals was developed. People wanted the water out of the basement. They wanted a new heating and cooling system. They wanted to replace windows in the cafeteria area. The group then looked at the list and decided which goals might be ruled in and ruled out, depending on their feasibility, their cost, and the time investment people would need to make in order to accomplish the goal. Finally, a vote was taken, and people agreed that changing the windows in the cafeteria was the most important goal to pursue.

The group then defined its goal and developed plans for carrying out its goal. A major question was to determine what kinds of lighting were necessary and what could be done to the cafeteria in order to improve it. The school administration needed to be notified, and funds needed to be found for the plan. All of these ideas were listed out in a step-by-step process of planning. Then people agreed to take on specific tasks in the change. The principal, for example, agreed to notify the downtown administration, and one of the coaches agreed to see if interested community members would be willing to contribute to the renovation.

The group decided on a step-by-step plan over a six-month period in order to accomplish their goal. They then decided on checkpoints during the six-month period when they would meet again in order to determine how things were going and problems that were encountered in accomplishing the goal. For example, if individuals could not find the proper source of lighting or the funds for new windows, there would be major problems with the plan.

Six months later the goal was accomplished. The school board did provide the financing for the windows and some special community projects provided for further renovation of the cafeteria. Everyone had contributed to the change.

For each of the sections that follow, you will find suggested activities and forms that will help you on planning changes. Each activity form includes a box at the upper right. If the activity is used with a group or people, you might want them to fill out the information on position, grade, and sex. This way you can see whether or not people have different responses if, for example, they are teachers or students, or males or females. Finding out this information may help you to analyze your changes and potential strengths and weaknesses. Good luck!

GOAL SETTING

Goal setting is the base of planning. Goals or objectives are important for groups to share so that tasks can be completed. Goals can be short-term or long-term, general or specific. There are several steps in the process of goal setting. They consist of:

STEPS IN GOAL SETTING
1. Forming a planning group;
2. Developing goals;
3. Choosing among goals; and
4. Stating goals.

Each of these steps is interrelated, but can be done in a sequence. Each of the steps in the process will be explained below and activities associated with them will be outlined. If the goal formation process is a familiar one for the group that you are working with, you might want to move to the activity below and do this activity rather than specific activities for each stage. Also, if you are working as an individual, this activity is the best one to use.

Setting Goals: Page 9

This activity involves the total process of setting goals. It asks people to list their goals and the criteria for choosing among their goals. This process can be done individually, or as a group. The goals should involve some environmental change in the school as a whole or in a particular setting that will improve the attitudes and behaviors of school participants. For example, schools may wish to help improve the environment of the cafeteria by rearranging tables, providing alternative settings for students to spend free time, or doing wall murals. They may want to bring recognition to students in order to improve self-esteem by beginning a "student of the week" program where students pin pictures and biographies on home room doors. They may want to create learning centers or special areas where individuals or groups can become involved in some type of self-directed activity within the school.

The group can then discuss the criteria for choosing among goals. Common criteria include lack of time, lack of money, the need for community support, and personal resources. These criteria should be used for choosing a goal which meets realistic school conditions.

When the goals are listed and the criteria are combined for the entire group, then a decision rule should be chosen. The decision rule will determine by what process goals will be chosen. The group can choose consensus where everyone agrees, or it might choose a majority rule in deciding on a goal. It also might choose a person or group of people to make the choice among goals. Once the decision rule is decided by the group, then the goals can be combined so that a single goal is developed. It is very important for the group to choose one goal or a set of interrelated goals so that it can function with some unity of task.

When this activity is completed, if there is interest in carrying out a goal, you might move to the section on carrying out goals, skipping the remaining phases of goal setting that are outlined below.

Forming the Group: Page 10

There are various ways that groups can be formed in order to generate goals. Existing groups can be used if their purposes are related to goal setting. New groups can be formed in order to generate goals in specific areas. There are some criteria to consider in forming any group. They are:

1. Include a cross-section of people from the school;
2. Include people who share some common values;
3. Include people who share some common communication links;
4. Include people whose expectations for the group's tasks are clear; and
5. Provide some ways for people to get to know each other in relationship to the tasks of the group.

This activity will help in forming a group. Have the group think of something that they may want to change. It need not be even a serious task, it merely needs to be one for the purpose of the activity. They could want to change the way traffic moves through the hallways in the school. They could try to change the lunch hour schedule. They might want to rearrange the cafeteria or reschedule certain kinds of classes in the curriculum. Be sure that whatever task is chosen, it can be tackled by all the people in the group.

In carrying out the activity have people work in pairs and interview each other according to the format provided. Once they are interviewed, then have the group discuss personal resources, values, and expectations. This will put them in a common frame of reference for understanding where other people are coming from in setting goals and give the group a means of communication. It will also help the group to recognize some resources that are available to them that people might not have thought of before.

Developing Goals: Page 11

Goal development involves important criteria. Forming an initial set of goals can utilize the following criteria:

1. Make a wide range of goals at first so that people can see the range of possibilities.

2. Make the goals specific enough so that they can be understood by everyone concerned and action can be taken based on them.

3. Make sure that the goals are workable, that the resources and person-power in order to get the goals accomplished are actually available or can be readily obtained.

4. Develop criteria for including goals. These should be carefully developed because it will help people choose goals that are practical and important.

This activity is designed to help the group develop goals. Here individuals state pressing problems in the school. They then state what they believe the causes of those problems are. The causes may be very different from the problems they see. It is important, if possible, to treat the causes. They then list some criteria for choosing among the problems they have selected. The chart that is provided in the activity can be used in order to check off those pressing problems that meet the criteria people have stated. If all of the problems meet all of the criteria, then people should put plusses (+) by the checks where one criterion is more easily met by solving one problem than by solving others. They can determine, by counting the plusses, which of the pressing problems is more likely to be resolved by the group, and selection of goals can be facilitated by the processes of plusses rather than just checks. Remember that there may be a difference between a problem and a cause. Try to get at the causes.

Some typical goals that pilot groups have chosen include the janitors and students conducting an energy audit in order to provide a factual base for improving the heating and cooling system, food service staff beginning a project called "Operation Pride" to help keep the cafeteria clean through a competition and prizes, or teachers and students creating a hallway mural that shows pride in the school and the people within it. Other ideas include forming bulletin board teams made up of students, staff, teachers, and administrators to provide slogans for the week to improve problems in the school, students holding an all-school garage sale to provide money for classroom curtains and plants, or teachers planning a monthly participation day where people join together to improve their decision-making skills by doing some activities in the school.

Choosing Among Goals: Page 12

The important part of choosing is finding ways of narrowing through the goals by the development of criteria and decision rules. These are reflected in this activity where the problem that has been chosen is stated, and individuals make a list of goals. The goals should be listed as will the criteria for choice and decision rules. Then the group should share goals, and a large list of goals should be made. The criteria should be combined and applied to the goals. The group should narrow the goals until three goals that are left are listed. Then some decision rule (consensus, majority, etc.) needs to be chosen and a single goal is finally selected. The goal that is selected should be written at the bottom of the activity.

Stating Goals: Page 13

This activity works on stating goals by asking individuals to state the goal as if it were a headline in local or national newspapers. Therefore, they are forced to clarify who the goal is about, what is being done, where it is being done, and how it is being done. All of these elements will help in the restatement of the goal so that it is clear, specific, and workable. When this activity is completed the goal should be restated and shared by the group so that everyone has a common interest in what is to be done.

School _____

Position:
1 = Administrator 1
2 = Teacher 2
3 = Support Staff 3
4 = Parent 4
5 = Student 5
Grade ___ ___

Sex:
1 = Male 1
2 = Female 2

SETTING GOALS

INSTRUCTIONS: Here you are trying to identify some goals for change. First you will list possible goals, then try to choose among them. Finally, you will clarify your goal and think about some ways it might be carried out.

* * * * * *

1. List possible goals.
   1. _____
   2. _____
   3. _____
2. List your criteria for choosing among goals (for example: time needed, money available, people needed).
   1. _____
   2. _____
   3. _____
   4. _____
   5. _____
3. What rule will be used for deciding among goals (one person, majority rule, consensus). _____
4. Your choice of a goal:
   _____
   _____
5. Specific sub-goals for your goal:
   _____
   _____
   _____
6. Ways your sub-goals can be carried out:
   _____
   _____
   _____

10

FORMING THE GROUP

INSTRUCTIONS: This activity is structured as an interview and you will want to work in pairs. You will interview your partner and then your partner will interview you concerning the change that you want to make in the school. The change will be determined by the group before this activity begins.

* * * * * *

School _____

Position:

1 = Administrator	1
2 = Teacher	2
3 = Support Staff	3
4 = Parent	4
5 = Student	5
Grade	___ ___

Sex:

1 = Male	1
2 = Female	2

INTERVIEW

1. How can you help to reach this goal?

_____

_____

_____

_____

_____

2. What good do you think will happen if the goal is reached?

_____

_____

_____

3. What is your impression of this group? Do you think it will succeed or fail? Do you think it will be an easy group to work with or a hard group to work with?

_____

_____

_____

4. What questions do you have about this group and what it will be doing?

_____

_____

_____

.1

DEVELOPING GOALS

INSTRUCTIONS: Here you will identify the most pressing problems you feel are happening in your school that you personally think need to be changed. Write three of them in the spaces below the chart. Then identify the causes of the problems. Try to treat the causes if possible. You then identify a set of criteria that will help you choose among the problem causes that are most pressing. Use the chart below to list the criteria. Put checks in the boxes where the problems meet the criteria and leave the boxes blank where the problems do not meet the criteria. Hall monitoring might meet the criteria of workability, but there might not be enough faculty resources. Therefore, you would check one of the criteria and not the other. If all of your pressing problem causes meet all of the criteria that you list, then put plusses (+) by the checks in order to identify which criteria can easily be met in solving the problems.

* * * * * * *

School _____

Position:

1 = Administrator	1
2 = Teacher	2
3 = Support Staff	3
4 = Parent	4
5 = Student	5

Grade ___ ___

Sex:

1 = Male	1
2 = Female	2

PRESSING PROBLEMS AND THEIR CAUSES

PROBLEM 1 _____

PROBLEM 2 _____

PROBLEM 3 _____

CAUSES OF PROBLEMS

1. _____

2. _____

3. _____

CRITERIA	PROBLEM 1 CAUSE	PROBLEM 2 CAUSE	PROBLEM 3 CAUSE
1.			
2.			
3.			
4.			
5.			

12

School _____

CHOOSING AMONG GOALS

Position:
1 = Administrator 1
2 = Teacher 2
3 = Support Staff 3
4 = Parent 4
5 = Student 5
Grade ___ ___

INSTRUCTIONS: Here you will form goals for solving the problem you have selected. You will list criteria for choosing among your goals and use the criteria to select a single goal.

* * * * * * * *

Sex:
1 = Male 1
2 = Female 2

1. The problem you have chosen _____

_____

2. List possible goals for solving the problem:

   1. _____

   2. _____

   3. _____

3. List the criteria you would choose for choosing among the goals to find the one most workable and/or important.

   1 _____

   2. _____

   3. _____

   4. _____

   5. _____

4. Indicate the decision rule you would use in order to choose among the goals (one person, majority rule, consensus).

_____

_____

5. The goal that you would select among your own goals is:

_____

_____

School _____

Position:
1 = Administrator 1
2 = Teacher 2
3 = Support Staff 3
4 = Parent 4
5 = Student 5
Grade ___ ___

Sex:
1 = Male 1
2 = Female 2

STATING GOALS

INSTRUCTIONS: Now that you have chosen your goal(s), suppose that you are making a newspaper headline for your local newspaper that would state the goal that you have chosen. The goal will, therefore, be a short sentence. It would identify who is involved in the goal, what is involved in the goal, where the goal would be accomplished, and how it would be accomplished. Try out several possible newspaper headlines below.

* * * * * * *

1. _____

_____

_____

_____

2. _____

_____

_____

_____

3. _____

_____

_____

_____

Restate your goal, given your experience with your newspaper headline.

_____

_____

_____

CARRYING OUT GOALS

In order to work with this section of the handbook materials, you must have first developed a goal. The practical aspects of carrying out a goal are equally as important as planning the goal, especially when one realizes that 75 percent of the groups that are formed fail in this stage of attaining their goal. The steps in goal implementation can be outlined below.

STEPS IN CARRYING OUT GOALS

1. Knowing the context
2. Forming the working group
3. Developing plans
4. Choosing a model plan
5. Anticipating problems
6. Follow up and follow through

Knowing the context in which the goal can be carried out is very important. Here, we are talking about the barriers one might encounter in achieving a goal. These barriers can be personal, financial, or a combination of resources. It is important to have an accurate estimate of the context for obtaining the goal in order to be able to utilize resources in order to overcome barriers. Developing plans and choosing among them is another very important step. Finally, follow up and follow through are extremely important. Each of these steps will be explained below. Activities follow that are designed to help groups to carry out goals.

Knowing the Context: Page 17

Knowing the context of the situation means being able to know the resources that are available within the school and community for working on the task, as well as the barriers to accomplishing it. This activity involves determining the resources and barriers that are present for the goal that you have selected. Typical resources usually involve people; typical barriers often include finances and school board approval. It then focuses on how to use resources to overcome barriers. Individuals in a group can fill out the form in this activity, and then group discussion can generate a comprehensive list on a sheet of butcher paper or a blackboard. It is particularly important to have individuals focus on how the resources that they have can be used to overcome barriers.

Forming a Group: Page 18

It is very important that the group assess the resources that are needed for getting the job done. In this case, group members need to bring people into the initial group who can contribute resources that the group is lacking. This activity involves a profile of the group and the people within it and the resources that they bring to the group. The activity allows the group to see places where it is weak and to provide for bringing people into the group who will supply necessary resources. The resource profile can be discussed orally and put on a blackboard for all to see and discuss. It is especially important that all people who are involved in carrying out the job also have helped to plan it.

Developing Plans: Page 19

Developing plans is a step-by-step process. This activity provides a way for people in the group to outline steps in their plan and to make comparisons of plans that are developed. Choices among plans might be decided based on the steps or the time schedules that are developed. It is particularly important that individuals look at their own activities in relationship to the plan they have developed and can see a major role for themselves to take carrying out activities. It is also important to make the plans as specific as possible, such as focusing on a single s setting or aspect of the school environment. This activity should be filled out individually if a group is using it.

Choosing Among Plans: Page 20

This activity provides ways of outlining various plans that are proposed and comparing them across criteria agreed on by the group. This can be a group activity in which people generate criteria and apply them to the plan. Typical criteria include time, money and personal resources. The plans should be written in the left-hand side of the chart and the criteria below the chart. Then checks should be made where plans meet the criteria. As a result of group discussion, a single plan should be chosen in order to carry out the goal.

Anticipating Problems: Page 21

It is important to anticipate problems in carrying out your plan. Here, problems can involve people who will pose barriers to carrying out the plan as well as those who will not carry out their individual roles. Backup people need to be identified in case individuals do not do their part or outside individuals pose problems. Tasks may be more difficult to complete. Methods of communication across people also need to be devised so that people can know on a regular basis where others are in obtaining the goal and what needs to be done. This activity allows for

sorting of anticipated problems and personal, organizational, and community backup. When individuals discuss these types of problems, they can begin to see the barriers they might run into and its effects on the plan and the time schedule. This activity can be used by an individual or be discussed orally as a group.

Follow Up and Follow Through: Page 22

It is very important to go back through the time plan and to develop checkpoints for evaluation of how the plan is progressing. This activity provides a way to determine checkpoints in the plan and to think ahead of ways to support the goal once it is achieved. When this form is completed, the group will discuss their ideas and will have a full plan for action.

School _____

Position:
1 = Administrator 1
2 = Teacher 2
3 = Support Staff 3
4 = Parent 4
5 = Student 5
Grade ___ ___

Sex:
1 = Male 1
2 = Female 2

KNOWING THE CONTEXT

INSTRUCTIONS: Here you will determine what resources, or positive things, will help you to achieve your goal. You will also identify what barriers will get in your way. Finally, you will try to think of ways to overcome barriers in achieving your goals.

* * * * * *

Goal: _____

_____

_____

Resources	Barriers
1.	
2.	
3.	
4.	
5.	
6.	

How resources can be used to overcome barriers:

_____

_____

_____

_____

_____

_____

FORMING A GROUP

INSTRUCTIONS: It is important to have the resources you need to carry out your goal. People are your most important resource. Here you will list the resources you need and the people who have them. You will then list what is left out. You need to try to call people to join you who have needed resources.

* * * * * *

School _____

Position:
1 = Administrator 1
2 = Teacher 2
3 = Support Staff 3
4 = Parent 4
5 = Student 5
Grade ____ ____

Sex:
1 = Male 1
2 = Female 2

Resource Profile	People
1. Knowledge -- ideas	
2. Leadership	
3. Communication skills	
4. Support skills	
5. Time	
6. Deals with people well	
7. Special skills	
1.	
2.	
3.	
4.	
5.	

Resource Needs:

19

School _____

Position:
1 = Administrator 1
2 = Teacher 2
3 = Support Staff 3
4 = Parent 4
5 = Student 5
Grade ___ ___

Sex:
1 = Male 1
2 = Female 2

DEVELOPING PLANS

INSTRUCTIONS: In this activity you will decide on steps you and/or your group can take in order to carry out your goal. Fill in the steps and the time schedule. Then, if you are working in a group, fill out particular activities you can do to help carry out the goal.

* * * * * *

Steps	Checkpoints
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

My Activities:

1. _____

_____

2. _____

_____

3. _____

_____

20

CHOOSING AMONG GOALS

INSTRUCTIONS: This activity will help you select a plan for change. First list the plan(s) you or your group has chosen. Then develop criteria for choosing among the plans. Put a plus (+) where each plan meets the criteria. Use the number of +'s for each plan to choose one. Write it at the bottom of this sheet.

* * * * * *

School _____

Position:
1 = Administrator 1
2 = Teacher 2
3 = Support Staff 3
4 = Parent 4
5 = Student 5
Grade ___ ___

Sex:
1 = Male 1
2 = Female 2

CRITERIA FOR CHOOSING AMONG PLANS

PLANS	1	2	3	4	5	6
1. _____						
_____						
_____						
2. _____						
_____						
_____						
3. _____						
_____						
_____						

Criteria:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Plan Chosen: _____

_____

_____

School _____

Position:
1 = Administrator 1
2 = Teacher 2
3 = Support Staff 3
4 = Parent 4
5 = Student 5
Grade ___ ___

Sex:
1 = Male 1
2 = Female 2

ANTICIPATING PROBLEMS

INSTRUCTIONS: This activity will help you to look at problems you might have with your plan. First list possible problems. Then see what back up you can plan to combat the problems and a revised time schedule.

* * * * * *

PROBLEMS:	Personal	Organizational	Community
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____

BACKUP:

1. _____
2. _____
3. _____
4. _____
5. _____

ALTERNATE PLANS:

1. _____
2. _____
3. _____
4. _____
5. _____

ALTERNATE TIME SCHEDULE:

1. _____
2. _____
3. _____
4. _____
5. _____

School _____

Position:
1 = Administrator 11
2 = Teacher 2
3 = Support Staff 3
4 = Parent 4
5 = Student 5
Grade ___ ___

Sex:
1 = Male 1
2 = Female 22

22

FOLLOW UP AND FOLLOW THROUGH

INSTRUCTIONS: Here you need to review your plan and find some check points to make sure everything is running smoothly. Then you need to think of ways you can support your planning and achievement of your goal so that your successes are sustained over a long period of time.

* * * * * *

Steps in Plan	Checkpoints
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Ways to support planning and goal achievement:

1. _____

2. _____

3. _____

EVALUATION

School participants who evaluate their efforts at changing their school environments will engage in different types of evaluation. They may formally evaluate their efforts by suing some of the activities contained in this section of the handbook. These activities will give them feedback about the success of their efforts. In addition, participants will engage in informal evaluation of the change activities. Informal evaluation will occur in a hallway, a restroom, a teacher's lounge, or on the school bus. It is important for people to share their impressions and feelings with others about their daily activities. There are also informal evaluation activities presented in this handbook.

Evaluation serves several purposes. One of the main purposes of evaluation is information sharing. Evaluation gives individuals feedback on their efforts at leading productive lives, whether in school or in a community. It is the information sharing feature of evaluation which makes it so important. In the five activities outlined below, information is a key goal.

Directions for Using the Evaluation Forms. For each of the five activities, information will be collected. The first two activities on pages 26 and 27 and the final activity on page 30 involve written responses. The best way to look at responses is to put them together by question. Questions can be listed on a sheet of paper (or a blank form). Then by reading through each response, typical or important responses can be written down. In this way, rough summaries of the information can be used. Activities on pages 28 and 29 involve numberes responses. These can be summarized question by question. On a separate sheet of paper, questions can be listed and the number of 1 through 5 responses can be counted. In this way, the number of 1's, for example, can show large changes. Patterns of responses can show strengths and weaknesses in the achievement of a goal.

Anyone can use the evaluation activities. They can be used with small or large numbers of people. However, you may also want to construct your own evaluation forms. These forms can be modified by changing settings, people, or types of questions. Here is a list of types of changes that include more active observation of the school:

1. Count smiles in the setting you have changed;

2. Compare the number of discipline problems in the setting to those in the past;

3. See if people are talking together differently in the setting;

4. See if sutdents seem more attentive or improve test scores in the classroom;

5. Count the number of new activities begun in the setting as a result of your change;

6. Compare the number of meals served (or eaten) in the cafeteria;

7. See if hallway litter has decreased; and

8. See if the school secretary has heard anything about your changes from students, teachers, support staff, administrators, or parents.

Any of these types of observations can show the results of change. The informal evaluation may tell you as much as a formal one.

Ongoing Informal Evaluation: Page 26

This activity is used during the carrying out of the goal. It can be used with the checkpoints that have been identified in the plan. It basically involves an interview schedule through which someone can talk to others in the group to get their feelings about how resources are being used and whether or not progress is being made toward the goal that people are striving toward. It is an informal evaluation in the sense that it taps people's ideas and opinions freely without trying to make formal statements about what is happening. It can be obtained through natural channels in the teacher's lounge, hallways, cafeteria, or other places where regular interaction among individuals normally takes place.

Formal Summative Evaluation for Working Group: Page 27

This is a formal evaluation device in order to make some judgments about successes and failures of goal attainment after people believe the goal has been attained. It also helps to direct people to further work that might be done in order to reinforce or extend a goal.

Formal Summative Evaluation on Attitude Change: Page 28

This activity consists of a survey that can be used to determine attitude change among school participants. It involves student, teacher, administrator, and support staff opinions. The questionnaire can be used for students at the lower elementary grades by reading the questions and at the upper levels by administering the survey. It can be used for the entire school to determine what impact the changes have on attitudes among school participants. The chief attitudes that are involved here are self-esteem or how people feel about themselves, and efficacy or how people feel about their ability to do things within their school.

Formal Summative Evaluation on Behavior Change: Page 29

This activity involves four surveys on behavior change. These surveys can be administered to the entire school. The survey can be used for students, teachers, administrators, and support staff. In this way, the impact of environmental changes on decision-making behavior can be judged.

Informal Summative Evaluation on Attitude and Behavior Change: Page 30

This is an informal evaluation that involves selecting a sample of a dozen people across the school and an interview with them about how they feel about the changes that have been made. It also involves observation of the school environment and people's natural reactions to the changes as they pass through the school in their everyday life.

ONGOING INFORMAL EVALUATION

INSTRUCTIONS: The following interview which will help you do and informal evaluation during the time that your activities are being carried out. The interview can be conducted in natural settings where you find people on an everyday basis. If focuses on evaluating resources and the degree of goal attainment. Use the questions as guides and you may want to record information in the spaces provided on this sheet.

* * * * * * * *

School ___ ___

Position:

1 = Administrative	1
2 = Teacher	2
3 = Support Staff	3
4 = Parent	4
5 = Student	5

Grade ___ ___

Sex:

1 = male	1
2 = female	2

1. What activities have you been doing to help in our plan for environmental change?

2. Are you having any problems in carrying out your activity?

3. Do you have enough help to carry out your activities? Do you need more help?

4. You've been doing a good job. How can I help you do a better job?

5. Do you still think our goal is achievable?

6. How close do you think we are to achieving our goal?

7. Is there anything else you want to tell me about our activity?

FORMAL SUMMATIVE EVALUATION FOR WORKING GROUP

INSTRUCTIONS: Evaluation of the success of your plans is an essential part of making changes. Evaluation can be carried out before plans are implemented to anticipate problems and outcomes. It can also be carried out after plans have been implemented. Here, you are asked to evaluate your plans in order to anticipate problems and outcomes. Please answer all of the questions below.

* * * * * * *

School _____

Position:

1 = Administrator	1
2 = Teacher	2
3 = Support Staff	3
4 = Parent	4
5 = Student	5
Grade	___ ___

Sex:

1 = Male	1
2 = Female	2

1. What specific goal or goals are you trying to achieve?

   _____

   _____

2. What are particular activities involved in the plan which is being carried out?

   Short description _____

   _____

   _____

3. Are there any obstacles to carrying out these activities? ___ Yes ___ No

   (If Yes, what are they?) _____

4. What is the reaction of the following groups of school participants to the activities?

   Students _____

   Teachers _____

   Staff _____

   Administrators _____

   Parents _____

5. What is the major result of the activities? _____

   _____

6. What information does carrying out the activities give to the participants that they may not have learned otherwise?

   _____

7. What could be successful about the activities? _____

   _____

8. What could be unsuccessful about the activities? _____

   _____

9. What can be done in the future to increase the achievement of your goal(s)?

   _____

   _____

FORMAL SUMMATIVE EVALUATION ON ATTITUDE CHANGE

INSTRUCTIONS: The answers on this questionnaire will be used to help us evaluate whether changes we have been carrying out in our school have made any difference to you as an individual. Please answer these statements as they relate to your school in general, rather than on a particular day. Circle the appropriate number provided at the right on this sheet and be sure to fill out the information on the right-hand side at the top of this sheet. For statements 1 through 14, you should use these answers: 1 = Strongly agree, 2 = Agree, 3 = Neither agree or disagree, 4 = Disagree, and 5 = Strongly disagree. Please circle one answer only.

School ___ ___

Position:
1 = Administrative 1
2 = Teacher 2
3 = Support Staff 3
4 = Parent 4
5 = Student 5

Grade ___ ___

Sex:
1 = male 1
2 = female 2

1.	Adults that I know at my school like me more in the last few months than before.	1.	1	2	3	4	5
2.	I like myself when I am in school more than a few months ago.	2.	1	2	3	4	5
3.	Students I know at my school like me more than a few months ago.	3.	1	2	3	4	5
4.	I think that I matter to at least one other person in school more than I did a few months ago.	4.	1	2	3	4	5
5.	I do things that matter to me or to others in my school more than I did a few months ago.	5.	1	2	3	4	5
6.	I like the colors in my school more than I did a few months ago.	6.	1	2	3	4	5
7.	There is less noise in my school than there was a few months ago.	7.	1	2	3	4	5
8.	My school is less hot in some places and less cold in others than a few months ago.	8.	1	2	3	4	5
9.	My school is less crowded than it was a few months ago.	9.	1	2	3	4	5
10.	There are more things in my school that help school pride than a few months ago.	10.	1	2	3	4	5
11.	I like to be in the cafeteria more than I did a few months ago.	11.	1	2	3	4	5
12.	I like to be in the classrooms in my school more than I did a few months ago.	12.	1	2	3	4	5
13.	I like to be in the library more than I did a few months ago.	13.	1	2	3	4	5
14.	I like to be in the hallways more than I did a few months ago.	14.	1	2	3	4	5
15.	Are there any other improvements in the school environment that you've noticed?						

_____

_____

FORMAL SUMMATIVE EVALUATION ON BEHAVIOR CHANGE

INSTRUCTIONS: The answers on this questionnaire will be used to help us evaluate whether changes we have been carrying out in our school have made any difference to you as an individual. Please answer these statements as they relate to your school in general, rather than on a particular day. Circle the appropriate number provided at the right on this sheet and be sure to fill out the information on the right-hand side at the top of this sheet. For statements 1 through 14, you should use these answers: 1 = Strongly agree, 2 = Agree, 3 = Neither agree or disagree, 4 = Disagree, and 5 = Strongly Disagree. Please circle one answer only.

School ___ ___

Position:
1 = Administrative 1
2 = Teacher 2
3 = Support Staff 3
4 = Parent 4
5 = Student 5

Grade ___ ___

Sex:
1 = male 1
2 = female 2

1.	I know more about what is going on in my school than a few months ago.	1.	1	2	3	4	5
2.	I work with others more in my school to help improve it more than a few months ago.	2.	1	2	3	4	5
3.	I show others how to improve my school more than a few months ago.	3.	1	2	3	4	5
4.	The things I do have improved my school more than a few months ago.	4.	1	2	3	4	5
5.	I help to make decisions about what will be done in my school more than a few months ago.	5.	1	2	3	4	5
6.	People at my school help me to improve myself more than a few months ago.	6.	1	2	3	4	5
7.	School and classroom rules help me to take part in my school more than a few months ago.	7.	1	2	3	4	5
8.	The way my school looks helps me to take part in my school more than a few months ago.	8.	1	2	3	4	5
9.	People help me to make choices and take action more than a few months ago.	9.	1	2	3	4	5
10.	There are places in my school where I can help to improve it more than a few months ago.	10.	1	2	3	4	5
11.	I do things that matter to me with people in the cafeteria more than a few months ago.	11.	1	2	3	4	5
12.	I do things that matter to me with people in the classrooms more than a few months ago.	12.	1	2	3	4	5
13.	I do things that matter to me with people in the library more than a few months ago.	13.	1	2	3	4	5
14.	I do things that matter to me in the hallways more than a few months ago.	14.	1	2	3	4	5
15.	Are there any other comments you have on school improvement?						

INFORMAL SUMMATIVE EVALUATION ON ATTITUDE AND BEHAVIOR CHANGE

INSTRUCTIONS: Below are some questions for informal interviewing and observation of changes that have resulted as you have attained your goal. Select about a dozen people across a range of administrators, teachers, students, and support staff to interview. You may wish to use the spaces provided to write down their responses.

* * * * * * *

School ___ ___

Position:

1 = Administrative	1
2 = Teacher	2
3 = Support Staff	3
4 = Parent	4
5 = Student	5

Grade ___ ___

Sex:

1 = male	1
2 = female	2

1. Has your attitude toward your school improved in the last few months? Why?

2. Do you take part in your school now more than you have before the last few months?

3. Do you think the changes that we have initiated have been positive?

4. Are there any negative aspects of the changes?

5. Are there any ways to improve the impact of these changes?

6. Observe a setting such as the cafeteria and note whether people seem happier or their behaviors seem more responsible than you have noted previously.

7. Look at the hallways and note any attitude or behavior changes you see.

8. Look at the teacher's lounge and note any attitude or behavior changes you see.

9. Go to the main office and see whether there are any changes in attitude or behavior that you can see.

10. Sit in a classroom and determine whether there are any attitude or behavior changes that you can see that might be attributable to changes you have initiated.